



WHAT WE ARE TRYING TO ACCOMPLISH

- Learn how to develop subordinates according to the dimensions that define effective leadership.
- Improve skills for using the observe, assess, coach, and counsel (O/A/C/C) model.
- Inspire ourselves to become committed to leader development.



HOW WE ARE GOING TO ACCOMPLISH IT

- Apply the observe, assess, coach, and counsel model to classroom exercises.
- Develop an assessment summary by combining multiple assessments and determining overall strengths and weaknesses, potential causes, and potential actions.



TERMINAL LEARNING OBJECTIVE

- **TASK:** Employ assessments to develop a subordinate.
- **CONDITION:** As a squad leader given instruction about emerging leadership doctrine and Army leadership policy and given FM 22-100.
- **STANDARD:** Conducted a formal evaluation of a subordinate for leadership development IAW FM 22-100 within the specified time.



THE LEADER

of Character and Competence ACTS...

VALUES

“Be”

“Do”

ATTRIBUTES

SKILLS

“Know”

ACTIONS

to Achieve Excellence

Loyalty

Mental

Interpersonal

Influencing

Duty

Physical

**Conceptual
Operating**

Respect

Emotional

**Technical
Improving**

**Selfless
Service**

Tactical

Honor

Integrity

Personal Courage



Army Values

FM 22-100 states the following:

Loyalty: Bear true faith and allegiance to the U.S. Constitution, the Army, your unit and other soldiers.

Duty: Fulfill your obligations.

Respect: Treat people as they should be treated.

Selfless Service: Put the welfare of the nation, the Army, and your subordinates before your own.

Honor: Live up to all the Army values.

Integrity: Do what's right, legally and morally.

Personal Courage: Face fear, danger, or adversity (Physical or Moral).



Attribute

S

Will
Self Discipline
Initiative
Judgement
Confidence
Intelligence
Cultural Awareness

MENTAL

Health Fitness
Physical Fitness
Military Bearing
Professional Bearing

PHYSICAL

Self-control
Balance
Stability

EMOTIONAL

“BE”



CULTURAL AWARENESS

- Mental attribute of a leader.
- Leaders should focus on the similarities and differences between individuals.
- Leaders need to make use of the different talents that individuals with different backgrounds bring to the team.



Skills

“KNO

Interperson
al

Technic
al

Conceptu
al

Tactic
al





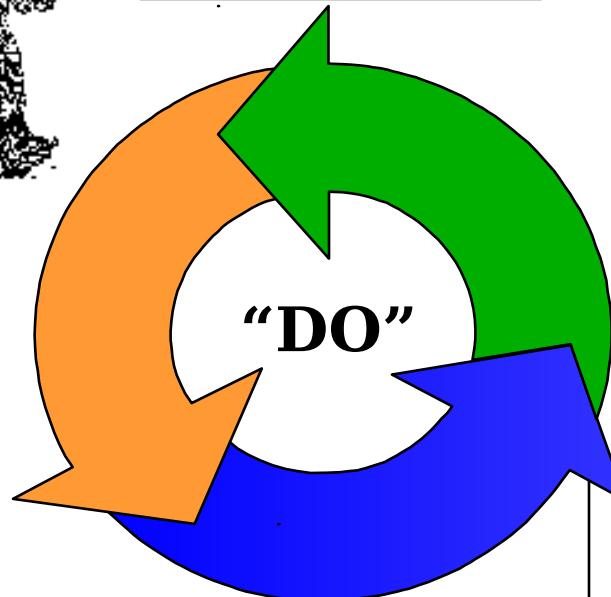
Leader Actions



Improving
*Developing
Building
Learning*



Influencing
g
*Communicatin
g
Decision
Making
Motivating*



Operating
*Planning
Executing
Assessing*





LEADERSHIP CORE DIMENSIONS

<i>Leaders of character and competence . . .</i>			<i>Act to achieve excellence by providing purpose, direction, and motivation</i>		
Values “Be”	Attribut es “Be”	Skill “Know”	Actions “Do”		
Loyalty	Mental	Interpersonal	Influencing	Operating	Improving
Duty					
Respect		Conceptual	Communicating	Planning Preparing	Developing
Selfless Service	Physical				
Honor		Technical	Decision Making	Executing	Building
Integrity	Emotional				
Personal Courage		Tactical	Motivating	Assessing	Learning



TRANSLATING DIMENSIONS TO OBSERVATIONS

— (+) (-)

VALUES (INTEGRITY)

He's truthful, even if in trouble. He lies under pressure.

ATTRIBUTES (MIL BEARING)

Appearance alone inspires. Bad uniform, no energy.

SKILLS (TECHNICAL)

Sticks to and uses TLPs. Cannot use computers.

ACTIONS (DEVELOPING)

Takes college classes.
Blows off school and
homework.



COACHING

Step 1 - Observe and record leadership actions.

Step 2 - Assess and compare what you see to performance

indicators; classify the observations to determine if the behavior exceeds, meets, or fails to meet the standard.

Step 3 - Coach the subordinates - tell the subordinates

what you saw and give them a chance to

assess

L335/OCT 04/ VGT-12

themselves.



COACHING AND PROVIDING FEEDBACK

- Be knowledgeable of the leadership dimensions.
- Be able to communicate your thoughts.
- Be trustworthy.
- Be positive.
- You are a facilitator; you may not have all the right answers. **Don't give off the cuff answers.**



COMPLETE AN ASSESSMENT SUMMARY

- Use the Developmental Counseling Form; attach applicable assessment reports.
- Summarize the ratings by dimension.
- Identify overall strengths and weaknesses.
- Identify potential cause(s) for weaknesses.
- Identify potential action(s) to maintain strengths and address areas that require improvement.



DEVELOPING SUBORDINATES

Step 1 - Observe and record leadership actions.

Step 2 - Assess and compare what you see to performance

indicators; classify the observations to determine if the behavior exceeds, meets, or fails to meet the standard.

Step 3 - Coach the subordinates - tell the subordinates

what you saw and give them a chance to assess
themselves.